R E P O R T R E S U M E S

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SECOND ANNUAL FOLLOW-UP STUDY OF FORMER HIGH SCHOOL PUPILS.

BY- DELAVAN, FRANK E.
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, CALIF.

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IN THE 1964-65 AND 65-66 SCHOOL YEARS, TWO FOLLOWUP STUDIES OF FORMER HIGH SCHOOL PUPILS PROVIDED DATA FOR ASSESSING THE EFFECTIVENESS OF EDUCATIONAL PROGRAMS. QUESTIONNAIRES WERE COMPLETED AND RETURNED BY 624 FORMER PUPILS FROM A SAMPLE OF 2,653 WHO ENTERED THE 10TH GRADE IN THE FALL OF 1959 OR THE SPRING OF 1960. ANALYSIS OF THE RESPONSES COVERED THE FOLLOWING AREAS--(1) EDUCATIONAL BACKGROUND, (2) PRESENT EMPLOYMENT OR SCHOOL STATUS, (3) OCCUPATIONS OF FULL-TIME WORKERS, (4) ADEQUACY OF HIGH SCHOOL PREPARATION, (5) COMPARISON BETWEEN HIGH SCHOOL AND POST-HIGH SCHOOL CAREER PLANS, (6) TIME OF SELECTION OF LIFE EMPLOYMENT GOALS, AND (7) INFLUENCES LEADING TO THE SELECTION OF EMPLOYMENT GOALS. THE STUDY FOUND THAT OF THOSE SAMPLED (1) 28.2 PERCENT ATTENDED SCHOOL FULL TIME AND 28.5 PERCENT WORKED FULL TIME, (2) 47.3 PERCENT WORKED IN CLERICAL OR KINDRED OCCUPATION, (3) 50.0 PERCENT DECIDED ON THEIR LIFE EMPLOYMENT GOALS IN COLLEGE, AND (4) 7.9 PERCENT REGARDED HIGH SCHOOL COUNSELORS AND TEACHERS AS THE MOST IMPORTANT INFLUENCE IN THE SELECTION OF EMPLOYMENT GOALS. (GB)

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

January 26, 1966

Research Report
Series 1965-66

No. 9

Topic: SECOND ANNUAL FOLLOW-UP STUDY OF FORMER HIGH SCHOOL PUPILS.

Introductory Statements

Continuing evaluation of the total high school educational program is a difficult and complex problem. Evolving developments in the fields of curriculum, instruction, and educational materials, complicate the problem of assessing the effectiveness of an educational program. One technique frequently used to assist in this endeavor is a follow-up study of former high school pupils. This procedure has the advantage of dealing directly with the recipients of the school programs, but it may not take into account modifications made in the programs since these persons were enrolled as pupils.

In the fall of 1963, the deputy superintendent requested a continuing follow-up study of former high school pupils. The first such study was conducted during the 1964-65 school year and was concerned with those pupils who entered the 10th grade of the senior high schools of this district in the fall of 1958, or the spring of 1959. This, the second, follow-up study was conducted during the 1965-66 school year and was concerned with those pupils who entered the 10th grade in the fall of 1959, or the spring of 1960.

The district currently is preparing to store school record information of former high school pupils on IBM 1401 magnetic tape. Such information will include academic records, test data, and high senior questionnaire data. When such information is stored on tape it will be easily retrievable and will contribute to future follow-up studies. Until such data are available, it was agreed that follow-up studies would be based on data obtained through a questionnaire mailed to former high school pupils.

Sources of Data

The data included in this report were obtained from questionnaires completed and returned by former high school pupils who entered the 10th grade in this district in the fall of 1959, or the spring of 1960.

Methods of Procedure

A. The questionnaire

1. A committee appointed by the deputy superintendent designed a questionnaire which was modified in light of a pilot study involving former high school pupils, and which was approved by the deputy superintendent's cabinet.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Methods of Procedure (continued)

2. The resulting questionnaire was then reproduced in volume (see Exhibit 1) and used in the follow-up study conducted last year (1964-65).

3. The same questionnaire was employed in the follow-up study reported here, the one conducted during the fall of 1965.

B. Collecting the data

1. Identification of former high school pupils

Names and addresses of those pupils who entered the 10th grade in the fall of 1959, or the spring of 1960, were obtained from school listings for those periods which are on file in the Special Services Office.

2. Distribution of questionnaires

The name and address of each pupil was typed on a questionnaire form. A return envelope was included with each, and the questionnaires were distributed to the former high school pupils by mail.

C. Processing the data

1. The questionnaires were returned to the Planning and Research Services Office where preparations were made for tabulating the responses to the questionnaire items.

a. An occupational code number was assigned to the current occupation of each former pupil as indicated by the appropriate questionnaire response. The code numbers so assigned were obtained from the Dictionary of Occupational Titles.[1]

b. The questionnaire also provided a space for additional comments. These comments were grouped into subcategories under three general headings on the basis of similarity of context. The number of responses in each subcategory were tallied and recorded.

2. The questionnaires were then sent to the Management Information Services Department where all the data except the additional comments were key punched into IBM cards.

3. The IBM cards were processed through the IBM 1401 computer to produce the number and per cent of the responses to each item on the questionnaire.

[1]Division of Occupational Analysis, United States Employment Service, Dictionary of Occupational Titles, Occupational Classification, Volume II (United States Government Printing Office, Washington D.C.: 1949).

Methods of Procedure (continued)

4. Analysis of the data

The tabulations of the responses to the questionnaire items were analyzed. This analysis provided the findings of this study.

Findings

Questionnaires were sent out to 2,653 former high school pupils on September 17, 1965. 803 questionnaires were returned by the post office marked address unknown. Of the former pupils who presumably received copies of the questionnaire, 624 (33.7%) returned the completed form to the Planning and Research Services Office. 302 (48.4%) of those returned were from boys and 303 (48.6%) were from girls. The remaining 19 (3.0%) were undefined as to sex.

An analysis of the responses to the questionnaire items follows:

A. Educational background

1. High school graduation (Questionnaire item 1).

a. 589 (94.4%) of the 624 respondents graduated from high school. 26 (4.2%) did not graduate from high school. 9 (1.4%) of the former pupils did not respond to this question.

b. Those who graduated from high school indicated they were graduated from the following schools:

(1) 219 (37.2%) graduated from C. K. McClatchy Senior High School.

(2) 171 (29.0%) graduated from Hiram Johnson Senior High School.

(3) 4 (0.7%) graduated from Luther Burbank Senior High School.

(4) 176 (29.9%) graduated from Sacramento Senior High School.

(5) 17 (2.9%) graduated from other institutions.

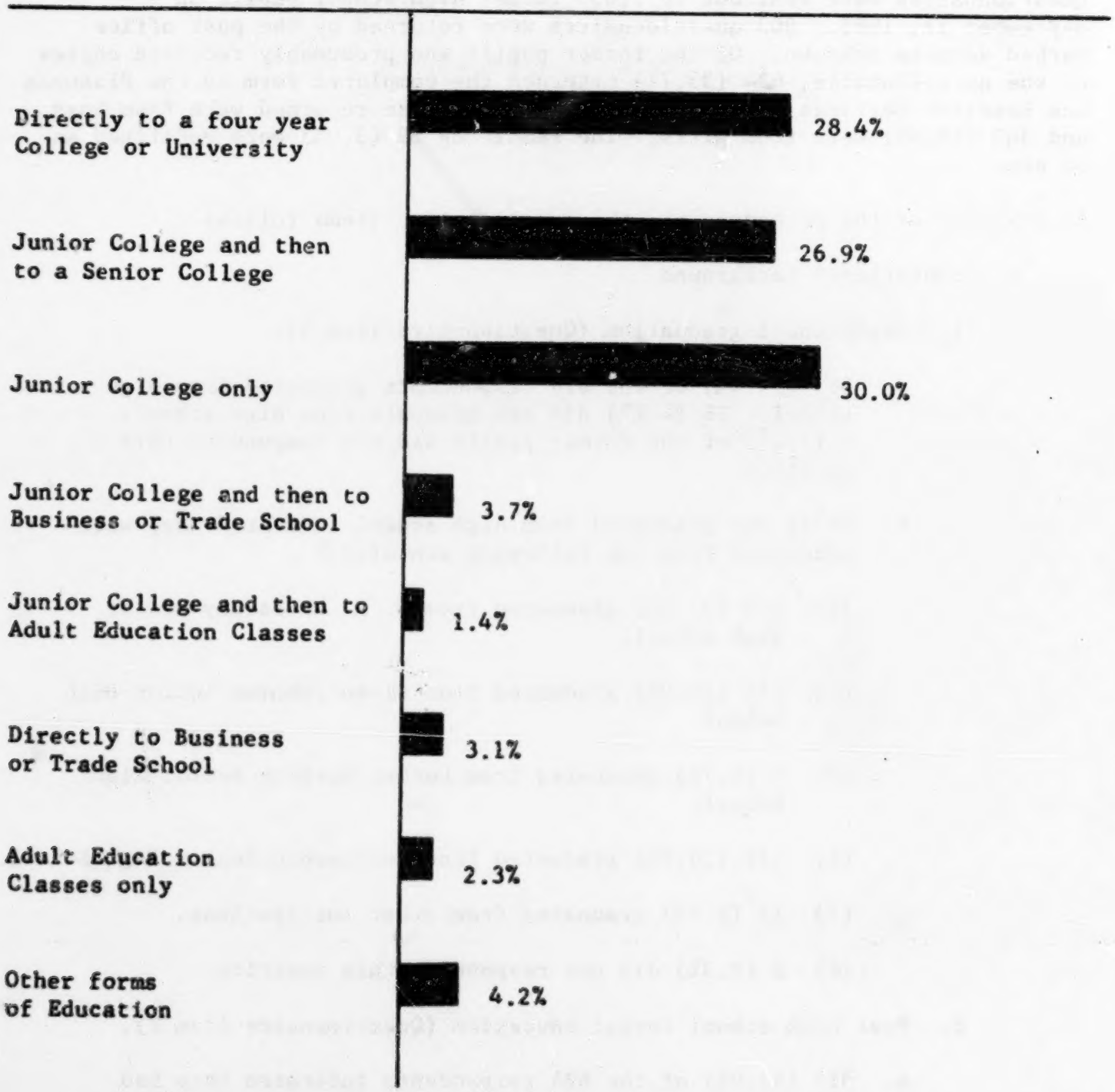
(6) 2 (0.3%) did not respond to this question.

2. Post high school formal education (Questionnaire item 2).

a. 517 (82.9%) of the 624 respondents indicated they had obtained some form of formal education after leaving high school (See Chart 1). The nature of the formal education and the range and average number of years of attendance of those who indicated they did continue their education were found to be as follows:

Chart 1

Per Cent in Each Educational Category of Those Respondents Who Continued Formal Education After High School



(1) 147 (28.4%) went directly to four year colleges or universities. The length of time varied from one half-year to four years, with an average of 2.8 years.

(2) 139 (26.9%) went to junior colleges and then to senior colleges. The number of years of total college attendance ranged from one-half year to four years, with an average of 2.7 years.

(3) 155 (30.0%) went on to junior colleges only. The number of years of such attendance ranged from less than one-half year to slightly more than three years, with an average of 1.7 years.

(4) 19 (3.7%) went to junior colleges and then to business or trade schools. The number of years of total attendance ranged from one-half year to three years, with an average of 1.7 years.

(5) 7 (1.4%) went to junior colleges and then attended adult education classes. The total number of years of such attendance ranged from one-half year to three years, with an average of 1.7 years.

(6) 16 (3.1%) went directly from high school into business or trade schools. The amount of time for such attendance ranged from two months to four years, with an average of 1.1 years.

(7) 12 (2.3%) went on to adult education classes only. The number of years of attendance ranged from one-half year to one full year, with an average of 0.8 years.

(8) 22 (4.2%) went on to other forms of education.

B. Employment or school status at the time of the survey (Questionnaire item 3).

1. 245 (39.3%) of the respondents were attending school full time while 45 (7.2%) were attending school part time.

2. 209 (33.5%) of the respondents were working for pay full time while 91 (14.6%) were working for pay part time. In addition, 52 (8.3%) were in the military services.

3. Several of the respondents indicated they were involved in two or more of the activities listed under item 3 of the questionnaire. The number and per cent of the respondents, grouped in the school or employment categories, and combinations thereof, were as follows:

a.	In school full time (only)	176, or 28.2%
b.	In school full time and working for pay	69, or 11.1%
c.	In school part time and working for pay	30, or 4.8%
d.	In school part time (only)	15, or 2.4%
e.	Working for pay full time (only)	178, or 28.5%
f.	Working for pay part time (only)	23, or 3.7%
g.	Housewife (only)	45, or 7.2%
h.	Full time military service	52, or 8.3%
i.	Not working but looking for work	16, or 2.6%
j.	Not working and NOT looking for work	10, or 1.6%
k.	Other	7, or 1.1%
l.	No response	3, or 0.5%
	TOTALS	642 100.0%

4. 93 (14.9%) of the respondents indicated they were housewives. However, all but 45 of these former pupils also indicated they were working or attending school full or part time and were so classified above. In subsequent classifications of responses, all but 62 of the housewives were grouped under "working full time" or "school full time".

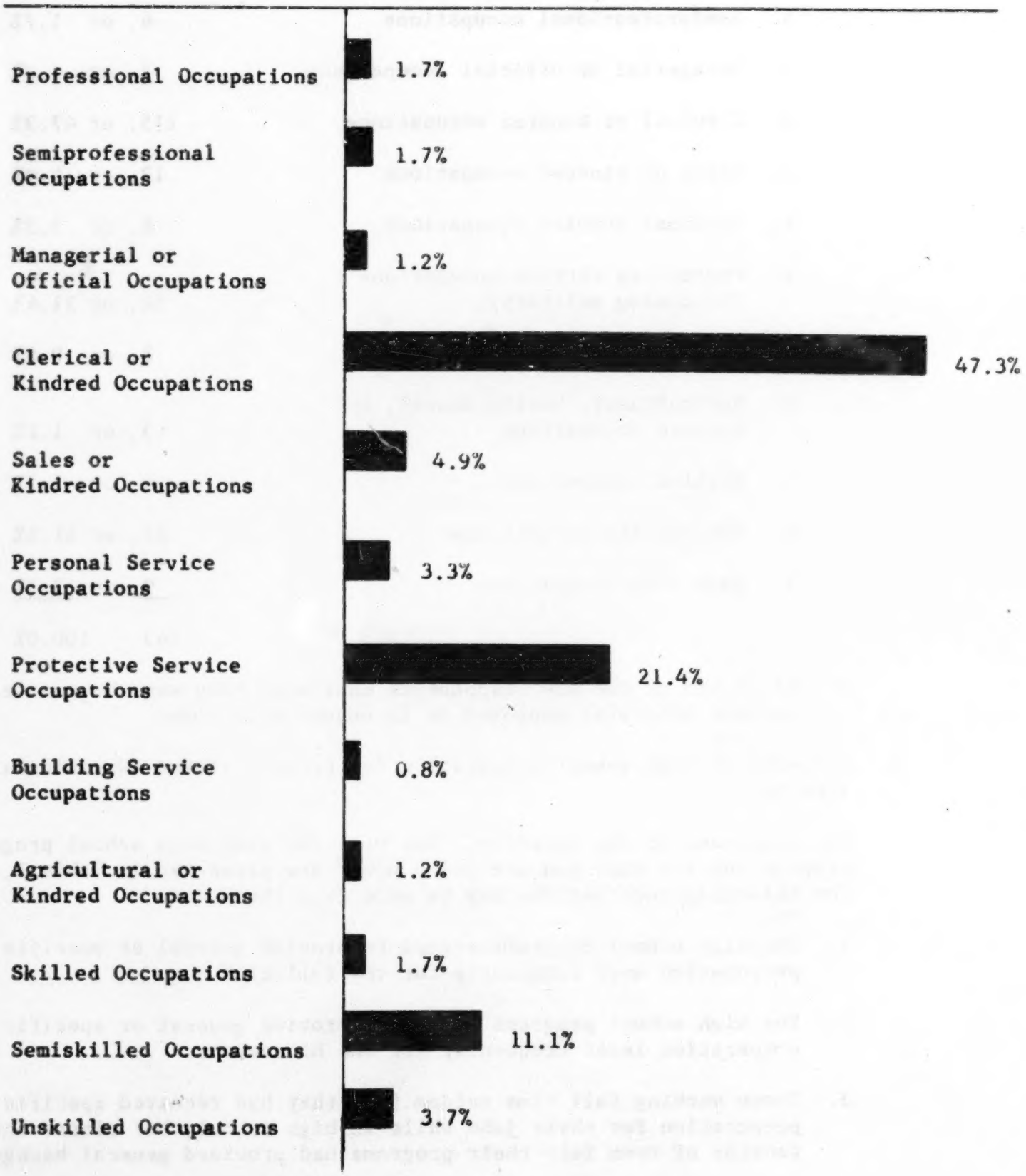
C. Occupations of those working full time (Questionnaire item 4).

1. 243 of the 261 former pupils employed full time in civilian and military occupations indicated the types of jobs they held. Of these, 115 (47.3%) indicated they were working in clerical or kindred occupations. This was by far the largest group. Only 11 (4.5%) of these respondents were employed in professional, semiprofessional, and managerial occupations at the time of this survey. It should be noted, however, that the former pupils included in this study were less than four years out of high school at the time they received their questionnaires. Therefore, it may be expected that many of the former pupils presently in collegiate programs will ultimately enter professional, semi-professional, or managerial occupations.

2. The number and per cent of the 243 respondents working full time in each of the major occupational categories are listed below and are presented graphically in Chart 2. A detailed listing showing the number of respondents in the specific occupations was also determined and is included as Exhibit 2 attached to this report.

Chart 2

The Per Cent of Respondents Working Full Time,
Grouped by the Major Occupational Categories



Findings (continued)

a.	Professional occupations	4, or 1.7%
b.	Semiprofessional occupations	4, or 1.7%
c.	Managerial or official occupations	3, or 1.2%
d.	Clerical or kindred occupations	115, or 47.3%
e.	Sales or kindred occupations	12, or 4.9%
f.	Personal service occupations	8, or 3.3%
g.	Protective service occupations (including military)	52, or 21.4%
h.	Building services occupations	2, or 0.8%
i.	Agricultural, horticultural, or kindred occupations	3, or 1.2%
j.	Skilled occupations	4, or 1.7%
k.	Semiskilled occupations	27, or 11.1%
l.	Unskilled occupations	9, or 3.7%
	TOTALS	243 100.0%

3. 62 (9.9%) of the 624 respondents indicated they were housewives and not otherwise employed or in school full time.

D. Adequacy of high school preparation for present status (Questionnaire item 5).

The responses to the question, "How well did your high school program prepare you for what you are doing now?" are presented in Table I. The following observations may be made from these data:

1. The high school programs seemed to provide general or specific preparation most frequently for the full time pupils.

2. The high school programs seemed to provide general or specific preparation least frequently for the housewives.

3. Those working full time seldom felt they had received specific preparation for their jobs while in high school, but almost three-fourths of them felt their programs had provided general background.

TABLE I

THE NUMBER AND PER CENT OF RESPONSES BY FORMER HIGH SCHOOL PUPILS CONCERNING HOW THEIR HIGH SCHOOL PROGRAMS PREPARED THEM FOR WHAT THEY WERE CURRENTLY DOING

Status	Number of Responses	Response					
		Gave Specific Preparation		Gave General Background		Not at All	
		No.	%	No.	%	No.	%
Working Full Time	190	11	5.8	135	71.1	44	23.1
Housewives	58	5	8.6	35	60.4	18	31.0
Military Service	37	4	10.8	23	62.2	10	27.0
School Full Time	236	33	14.0	187	79.2	16	6.8
Others	61	5	8.2	39	63.9	17	27.9
Totals	582	58	10.0	419	72.0	105	18.0

Findings (continued)

E. The relationship between educational and life employment plans made in high school and post high school activity (Questionnaire item 6).

The responses to the question, "Is what you are doing now in keeping with the educational and life employment plans you made in high school?" are presented in Table II. The following observations may be made from these data:

1. Almost two-thirds (65.8%) of the former pupils in the military services were not currently occupied according to their high school plans.

2. Over one-half (51.9%) of those employed full time were not currently occupied according to their high school plans.

3. Over three-fourths (76.0%) of those in school full time were currently occupied according to their high school plans.

TABLE II

THE NUMBER AND PER CENT OF RESPONSES BY FORMER HIGH SCHOOL PUPILS CONCERNING HOW THEIR CURRENT STATUS COMPARES WITH THEIR PRE-HIGH SCHOOL GRADUATION PLANS

Status	Number of Responses	Response					
		Closely Follows My Plans		Generally Follows My Plans		Not According To My Plans	
		No.	%	No.	%	No.	%
Working Full Time	187	29	15.5	61	32.6	97	51.9
Housewives	56	7	12.5	23	41.1	26	46.4
Military Service	38	5	13.2	8	21.0	25	65.8
School Full Time	233	83	35.6	94	40.4	56	24.0
Others	60	12	20.0	23	38.3	25	41.7
Totals	574	136	23.7	209	36.4	229	39.9

Findings (continued)

F. Time of selection of life employment goals (Questionnaire item 7).

The responses to the question, "When did you decide on what you NOW consider to be your life employment goal?" are presented in Table III. The following observations may be made from these data:

1. Over one-fifth (21.6%) of the former pupils were still undecided regarding their life employment goals. Those most frequently in this situation were in the military services (41.0%).

2. Almost one-half (48.3%) of those in school full time indicated they had selected their current life employment goals while in college.

3. Over one-fourth (25.9%) of those employed full time were still undecided about their current life employment goals. Of those in this category who had made such decisions, 14.8% made them during high school and 16.9% made them during college.

TABLE III

THE NUMBER AND PER CENT OF RESPONSES BY FORMER HIGH SCHOOL PUPILS CONCERNING WHEN THEY SELECTED THEIR CURRENT LIFE EMPLOYMENT GOALS

Status	Number of Responses	Response													
		Still Undecided		Before High School		During High School		During College		After High School Before Job		While on Present Job		Other	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Working Full Time	189	49	25.9	16	8.5	28	14.8	32	16.9	20	10.6	36	19.1	8	4.2
Housewives	53	12	22.7	6	11.3	9	17.0	7	13.2	6	11.3	0	0.0	13	24.5
Military Service	39	16	41.0	2	5.1	4	10.3	2	5.1	5	12.8	7	18.0	3	7.7
School Full Time	236	37	15.7	25	10.6	52	22.0	114	48.3	4	1.7	4	1.7	0	0.0
Others	62	11	17.7	5	8.1	12	19.4	21	33.9	3	4.8	0	0.0	10	16.1
Totals	579	125	21.6	54	9.3	105	18.1	176	30.4	38	6.6	47	8.1	34	5.9

Findings (continued)

G. Influences leading to the selection of life employment goals (Questionnaire item 8).

The responses to the question, "What has been the one most important influence that helped you decide on your life employment goal?" are presented in Table IV. The following observations may be made from these data:

1. For those employed full time, the two sources of influence most frequently identified as helping in decisions concerning life employment goals were:

   a. "Got a job and stayed with it." (19.8%)

   b. "Advice from parent." (18.6%)

2. For the housewives, the two sources of influence most frequently identified as helping in decisions concerning life employment goals were:

   a. "Advice from parents." (25.6%)

   b. "Advice from friends." (14.9%)

3. For those in the military services, the two sources of influence most frequently identified as helping in decisions concerning life employment goals were:

   a. "Advice from friends." (15.1%)

   b. "Advice from parents." (9.1%)

4. For those in school full time, the two sources of influence most frequently identified as helping in decisions concerning life employment goals were:

   a. "Advice from parents." (20.5%)

   b. "Advice from friends." (12.1%)

5. Sources of influence other than those listed on the questionnaire and, therefore, not identified were most frequently indicated as helping in decisions concerning life employment goals (38.3%).

6. An examination of Table IV reveals that only 7.9% of the respondents regarded advice received from high school counselors and teachers as the most important influence that helped them decide on their life employment goals.

TABLE IV

THE NUMBER AND PER CENT OF RESPONSES FROM FORMER HIGH SCHOOL PUPILS CONCERNING THE MOST IMPORTANT SOURCE OF INFLUENCE IN THEIR DECISION REGARDING LIFE EMPLOYMENT GOALS

Status	Number of Responses	Response																			
		Parent		Friend		High School Counselor		High School Teacher		College Counselor		College Teacher		Employment Service		Employer		Obtained Job and stayed with it		Other	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Working Full Time	172	32	18.6	12	7.0	7	4.1	5	2.9	5	2.9	10	5.8	3	1.7	12	7.0	34	19.8	52	30.2
Housewives	47	12	25.6	7	14.9	3	6.4	1	2.1	1	2.1	1	2.1	1	2.1	2	4.3	0	0.0	19	40.4
Military Service	33	3	9.1	5	15.1	2	6.1	0	0.0	0	0.0	0	0.0	1	3.0	2	6.1	1	3.0	19	57.6
School Full Time	214	44	20.5	26	12.1	4	1.9	16	7.5	16	7.5	19	8.9	0	0.0	4	1.9	0	0.0	85	39.7
Other	53	10	18.9	3	5.6	1	1.9	2	3.8	7	13.2	4	7.5	0	0.0	2	3.8	0	0.0	24	45.3
Totals	519	101	19.5	53	10.2	17	3.3	24	4.6	29	5.6	34	6.6	5	1.0	22	4.2	35	6.7	199	38.3

Findings (continued)

H. Comments

The questionnaire also provided space for additional comments regarding experience in high school that the respondent felt might help improve the high school educational program. 378 of the former pupils availed themselves of this opportunity and provided 495 comments. These comments were grouped into subcategories under three general headings on the basis of similarities. The number of comments under each general heading and in each subcategory are listed below.

1. 235 (47.5%) of the comments pertained to high school in general. These comments were grouped as follows:

   a. 79 indicated their educational experience in high school was good.

   b. 31 indicated high school pupils should take their education more seriously.

   c. 21 indicated high school scholastic standards should be higher and more demanding in the college preparatory programs.

   d. 20 indicated the teachers should show more concern for the individual pupils.

   e. 17 indicated high school pupils need more instruction on how to study efficiently.

   f. 14 suggested there be greater use of essay tests.

   g. 10 suggested the high schools have special classes for pupils needing help in reading -- remediation and/or speed reading for college preparatory pupils.

   h. 6 suggested there be more emphasis on lecture classes and note taking in college preparatory classes.

   i. 6 suggested less "busy work" be given in the high schools.

   j. 6 comments favored and 10 comments opposed the XYZ ability grouping plan of organization for academic instruction. 2 comments were opposed to the "goal oriented curriculum" plan of organization for academic instruction.

   k. 5 suggested more opportunities be provided pupils to discuss significant applications of the knowledge acquired so that pupils could develop habits of critical thinking.

   l. 3 indicated their educational experience in high school was bad.

   m. 2 suggested there should be more discipline in the classrooms.

   n. 1 indicated high school fraternities and sororities should be discontinued.

Findings (continued)

o. 1 indicated the classes in the high school were too large.

p. 1 former pupil thought the high schools should give more homework in college preparatory classes.

2. 108 (21.8%) of the comments referred to specific subject matter fields. These comments were grouped as follows:

a. Business education. 3 comments suggested typing be required of all pupils. 3 other comments suggested the business machines used in this department be more varied and modern.

b. English. 5 comments suggested more English courses should be required while 10 indicated the existing English grammar and composition courses should be taught more effectively. 4 thought more literature courses should be required.

c. Foreign Language. 6 comments suggested the foreign language classes require more oral exercises and supplementary reading.

d. Mathematics. 8 comments suggested more mathematics courses should be required while 3 comments expressed the feeling that the traditional mathematics program was not appropriate for college preparatory pupils in the physical sciences.

e. Social Science. 19 comments suggested the social science courses should provide more study of world history and current events, economics, life adjustment (marriage and family living), and/or geography. One former pupil felt less history should be required, while 2 thought psychology and sociology were very helpful.

f. Vocational Training. 28 comments suggested a larger block of the educational program be directed toward a comprehensive and functional program of vocational training. One respondent felt the vocational training program should be decreased.

g. Science. 5 comments suggested the high school chemistry program should be improved. One former pupil felt that biology and genetics should be added to the curriculum. Two respondents felt the science requirements should be increased.

h. Art. 6 respondents indicated the fine arts program should be increased, be made part of the high school graduation requirements, and/or less negatively effected by the current stress on the academic subjects. One respondent felt the theory courses in music could be improved.

Findings (continued)

3. 152 (30.7%) of the comments referred to the counseling services in the high schools. These comments were grouped as follows:

   a. 58 felt the assistance they received from their counselors in planning for their post high school education was inadequate. 21 indicated it was adequate.

   b. 33 felt that the assistance they received from their counselors in planning for post high school vocational careers was inadequate. 2 indicated it was adequate.

   c. 31 respondents felt the counselors should show more concern for the individual pupil.

   d. 6 comments suggested there should be more counselors in the high schools.

   e. One former pupil felt that the aptitude and interest tests were inadequate and poorly employed.

Frank E. Delavan
Director
Educational Research Services

Approved:
DONALD E. HALL
Assistant Superintendent
Planning and Research Services

FED:bw

Exhibit 1

FOLLOW-UP STUDY OF FORMER HIGH SCHOOL STUDENTS

The Sacramento City Unified School District is conducting a follow-up study of former high school students. The opinions of former students, such as yourself, will help us to evaluate our educational program.

Will you please take a few minutes to answer the questions below. After you have completed the questionnaire, please mail it in the enclosed pre-stamped envelope.

Thank you very much for your cooperation.

F. Melvyn Lawson,
Superintendent

	If name or address is incorrect, please show correctly. Name: _____ Address: _____ _____

1. Did you graduate from high school? Yes____ No____ If yes, name of high school:

   C. K. Mc Clatchy____Hiram Johnson____Luther Burbank____Sacramento____Other_____

2. If you have attended a school after leaving high school, please check below the ONE statement that best describes the type of school or schools you have attended and indicate the total number of years you were enrolled and the degree or certificate earned, if any.

Type of School	Total Number of Years	AA	BA	Certificate of Completion
___Directly to a 4 year college or university	_____	___	___	_____
___Jr. college then to a senior college	_____	___	___	_____
___Junior college only	_____	___	___	_____
___Jr. college then business or trade school	_____	___	___	_____
___Jr. college then adult education classes	_____	___	___	_____
___Directly to business or trade school	_____	___	___	_____
___Adult education classes only	_____	___	___	_____
___Other	_____	___	___	_____

3. Employment status at present time. (check appropriate statements)

___working for pay, full time
___working for pay, part time
___In school, full time
___In school, part time
___Housewife
___In business for self
___In full-time military service
___Not working; but looking for a job
___Not working; NOT looking for a job
___Other_____

4. If employed, name of occupation. (If you are a housewife, but not employed otherwise, please indicate housewife)
Briefly Describe_____

_____

_____

5. How well did your high school program prepare you for what you are doing now?

___ Not at all
___ Gave me a general background
___ Gave me a specific preparation

6. Is what you are doing now in keeping with the educational and life employment plans you made in high school?

___ Closely follows my plans
___ Generally in keeping with my plans
___ Quite different from my plans

7. When did you decide on what you NOW consider to be your life employment goal?

___ Still undecided
___ Before entering senior high school
___ While in high school
___ In college, vocational or business school
___ Since graduation from high school and before entering present job
___ While on present job
___ Other_____

8. What has been the ONE most important influence that helped you decide on your life employment goal?

___ Advice from parent
___ Advice from friend
___ Advice from high school counselor
___ Advice from high school teacher
___ Advice from college counselor
___ Advice from college teacher
___ Advice from employment service
___ Advice from employer
___ Got a job and stayed with it
___ Other_____

9. COMMENTS:

Please make any comment regarding your experiences in high school and after leaving high school that you feel might help us in improving the high school educational program.

_____

_____

_____

_____

_____

_____

_____

_____

GAJ:cb
Planning and Research Services Office
June 26, 1964

Exhibit 2

Number of Respondents Working Full Time In
Various Occupations at the Time of the Survey

Dictionary of Occupational Titles Code	Occupational Title	No. of Respondents Employed in Each Occupation
	(Professional Occupations)	
0-06	Authors, editors, reporters	1
0-24	Musicians, teachers of music	1
0-33	Trained nurses	2
	(Semi-professional Occupations)	
0-48	Draftsmen	1
0-64	Surveyors	2
0-66	Technicians, except laboratory	1
	(Managerial and Official Occupations)	
0-71	Hotel and restaurant managers	1
0-97	Managers and Officials, n.e.c.	2
	(Clerical and Kindred Occupations)	
1-01	Bookkeepers, and cashiers, except bank cashiers	4
1-04	Clerks, general	2
1-05	Clerks, general office	37
1-06	Financial institution clerks	6
1-08	Insurance clerks, n.e.c.	2
1-17	File clerks	3
1-18	General industry clerks (mail clerks)	2
1-20	Library assistants and attendants	1
1-27	Post Office clerks	1
1-28	Mail carriers	3
1-32	Physicians' and dentists' assistants and attendants	5
1-33	Secretaries	9
1-36	Statistical clerks and compilers	1
1-37	Stenographers and typists	29
1-38	Stock clerks	1
1-42	Telephone operators	6
1-48	Agents and appraisers, n.e.c.	1
1-49	Clerks and kindred occupations, n.e.c.	2
	(Sales and Kindred Occupations)	
1-70	Sales clerks	8
1-80	Salesmen, to consumers	1
1-86	Salesmen and sales agents, except to consumers	3
	(Personal Service Occupations)	
2-23	Boarding-house and lodging-house keepers	2
2-27	Waiters and waitresses, except private family	2
2-32	Barbers, beauticians, and manicurists	3
2-42	Attendants, hospitals and other institutions	1

Dictionary of Occupational Titles	Occupational Title	No. of Respondents Employed in Each Occupation
	(Protective Service Occupations)	
2-68	Soldiers, sailors, marines, coast guards and air force	52
	(Building Service Workers and Porters)	
2-84	Janitors and sextons	2
	(Agricultural, Horticultural, and Kindred Occupations)	
3-16	Farm hands, general farms	1
3-40	Gardeners and grounds keepers, parks, cemeteries, etc.	1
3-48	Technical agricultural occupations, n.e.c.	1
	(Skilled Occupations)	
4-01	Bakers	1
4-32	Cabinetmaker	1
4-46	Lithographers	1
5-30	Plumbers, gas fitters, and steam fitters	1
	(Semi-skilled Occupations)	
6-35	Upholsterers	1
6-49	Occupations in printing and publishing, n.e.c.	2
7-24	Brick and stone masons and tile setters	1
7-25	Carpenters	1
7-26	Cement and concrete finishers	1
7-27	Painters, construction and maintenance	1
7-32	Construction occupations, n.e.c.	2
7-44	Switchmen, railroad	1
7-48	Sailors and deckhands, except U.S. Navy	1
7-53	Linemen and servicemen, telegraph, telephone, and power	4
7-59	Occupations in trades and services, n.e.c.	1
7-68	Packing, filling, labeling, marking, bottling, washing, and related occupations, n.e.c.	1
7-72	Engineers, stationary	2
7-79	Mechanics and repairmen, railroad and carshop	1
7-81	Mechanics and repairmen, motor vehicle	1
7-83	Mechanics and repairmen, n.e.c.	1
7-88	Warehousing, storekeeping, handling, loading, unloading, and related occupations, n.e.c.	1
7-89	Miscellaneous occupations, n.e.c.	1
7-94	Foremen, construction	1
7-99	Foremen, n.e.c.	2
	(Unskilled Occupations)	
8-33	General woodworking occupations, n.e.c.	1
8-34	Planing mill occupations	1
8-92	Occupations in production of ferrous and nonferrous metals, n.e.c.	1
9-88	Warehousing, storekeeping, handling, loading, unloading, and related occupations, n.e.c.	1
9-89	Miscellaneous occupations, n.e.c.	3
9-32	Construction occupations, n.e.c.	1
9-56	Amusement, recreation, and motion picture occupations, n.e.c.	1